

Justice: Theory & Practice¹

New York University Abu Dhabi

CCOL-UH 1014

Credit Hours: 4

Prerequisites: None

Prof. Rachel Brulé

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Office Hours: Tues & Thurs 2:30-3:30pm

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Spring 2018

Class: TuTh 13:15-14:30,

Classroom: Comp Research (A2-017)

BRIEF COURSE DESCRIPTION

This course invites students to engage with historical and contemporary thinking about a global challenge: justice. Our inquiry is both global and firmly grounded in our experience as NYU students and faculty engaged with the United Arab Emirates' and their home countries' broader communities. In this course, we explore five fundamental questions about the ideal of just behavior and just institutions:

1. What makes individual action just?
2. Which **solidarities, rights, and autonomy** must a just polity protect?
3. What sorts of **equality** should a just society ensure? What sorts of liberties?
4. What sort of justice are economic institutions bound to provide?
5. What systems of global justice exist? What should their scope comprise?
6. How can we work to approach local and global justice in our communities?

We will approach these questions by examining answers to them provided by historical and contemporary theories of justice from Plato and the Prophet Muhammad (Peace be upon him) to Marx and Engels, Qutb, and Ambedkar. We conclude by discussing the challenges of global justice. Students will be required to use both qualitative and quantitative methods to understand, analyze, and communicate our learning about how we can approach ideals of justice in the context of local institutions. Throughout the course, we will engage in designing, implementing and analyzing survey research on how to improve access to justice in each of your home countries.

REQUIRED BOOKS

Ahmed Ali, Tr. *Al-Qur'an: A Contemporary Translation*

¹ This syllabus is inspired by Prof. Joshua Cohen's course "Justice." Details for the Spring 2006 MIT version of "Justice" are available at: <http://dspace.mit.edu/bitstream/handle/1721.1/76255/17-01j-spring-2006/contents/index.htm>

Andres, Lesley, *Designing and Doing Survey Research*
Joseph Carens, *Culture, Citizenship & Community: A Contextual Exploration of Justice as Evenhandedness*
Milton Friedman, *Capitalism and Freedom*
Immanuel Kant, *Grounding for the Metaphysics of Morals*
Karl Marx and Friedrich Engels, *The Communist Manifesto*
Susan Moller Okin, *Justice, Gender and the Family*
Plato, *The Republic*
Sayyid Qutb, *Social Justice in Islam*
John Rawls, *A Theory of Justice*
Wadud, Amina *Qur'an and Woman: Rereading the Sacred Text from a Woman's Perspective*

The books are available in the bookstore. Other readings are available on NYU Classes.

INTENDED LEARNING OUTCOMES

At the end of the course each student will be able to:

- *Distinguish* key themes in philosophies and practices of justice.
- *Understand* the building blocks of theories of justice at the individual-level, as well as at the level of polities, societies, economies, and global systems.
- *Identify* important points where theories of justice diverge across space, time, culture and philosophy and navigate these divergences at contemporary NYU.
- *Develop* the analytic capacity to consider the relevance of theories of justice with specific reference to our own and others' behavior, institutional design, and as tools to address contemporary local and global institutional challenges.
- *Understand* key challenges in applying theories of justice to guide our own practices as individuals and members of NYU and the United Arab Emirates and the design and enforcement of local and global institutions.
- *Present* a case study of justice in your home country.
- *Critically design and analyze* self-collected survey data to critically assess notions of justice in our contemporary contexts.
- *Write* a set of short papers that reexamine theories of justice in practice. The first will use a combination of self-reflection and textual analysis; the second will include data collection, analysis, and interpretation of results in light of theories of justice, challenges of institutional change, and interrogation of one's understanding of local culture, economy, and notions of local and global justice.

TEACHING METHODOLOGY

This course will be taught using a seminar format that emphasizes discussion, augmented with student presentations, group discussion of how to adjudicate theories of justice at the individual, domestic, and global levels, individual work to design an appropriate project, which will involve collecting and analyzing data on methods of evaluating and improving justice in your home country, and analytic writing.

On the first class of each topic, we will discuss the readings in great depth. These seminars will identify major areas of congruence and dissonance across theories, time, and cultural experiences of justice. Students are expected to participate throughout class by raising questions where they find theories are difficult to define, explain, or match with concrete evidence from relevant countries. Students should also seek to identify ways in which theories and their application provide insight into other phenomena, and find ways to share their understanding with others in discussion.

The second seminar of each topic will be student-led. Students will sign up for presentations that (1) critically engage course material via presentation of a case study on theories of justice and their implementation in a particular country, and (2) presentation of design, analysis, and interpretation of self-collected opinion survey data on justice within your home country.

In addition to lecture and presentations, students will also be required to contribute a series of short writing assignments to (1) design an appropriate opinion survey that students will run in their home country; (2) submit an ethical review of the survey's ability to illuminate questions of justice without harming subjects, modeled on the NYUAD Institutional Review Board's application for research; and (3) bridge readings on theories of justice with individual reflection and analysis of the practice of justice in one's home country. The later set of writing pieces will be driven by student-designed and implemented projects to collect opinion survey data that will inform the practice of justice within our communities. These activities aim to help students build the analytic tools to identify and adjudicate challenges of justice in the context of their daily life, academic work, and in crafting and meeting future aspirations.

REQUIREMENTS

Students are expected to apply NYU Abu Dhabi's Code of Ethical Conduct when submitting any and all assignments. Details follow.

1. You are required to submit one-to-two paragraph responses to weekly reflection questions at 9pm on the Monday prior to Tuesday readings' discussion (a semester total of 14-28 paragraphs). These questions will be shared with at least you one week prior to their due date. Responses submitted after 9pm will receive no credit.
2. Every student must also submit a five-page proposal of her or his survey research design, questions, and hypotheses. This proposal will have three parts. It will begin by presenting a case study of 2-3 principles of justice and challenges to their application within their home country. Next, it will identify appropriate survey questions to gauge the scope of these challenges and possible methods of addressing them. It will conclude with an explanation of hypotheses to structure your future analysis of survey responses.
3. Assignment two will provide the basis for a fifteen-to-twenty-minute presentation each student will give between February and April, 2018.
4. Each student will design, implement and analyze their own original opinion survey on the nature of justice in their home countries. The final assignment will be a seven to ten-page paper that will present, analyze and interpret their opinion survey's findings in light of relevant theories of justice, along with a

brief discussion of the ethical and analytic challenges they faced in the survey's design, implementation and analysis and how they addressed them.

5. Every student will organize and moderate discussion of reflection questions for ten minutes on one course day, and conclude with a brief (3-5 minute) talk on how these readings relate to questions of justice in their opinion survey. In total, this means students are required to submit 12 to 15 pages of formal writing (points 2 and 4) and 14-28 paragraphs of informal weekly reflections (point 1).
6. Discussion is an essential part of this course. You are expected to attend every recitation and participate constructively in discussion.
7. If possible, we will have a field trip in the first half of the semester to a site within the UAE that will enable us to ask questions about the design of institutions to achieve principles of justice within research and policy.

CODE OF ETHICAL CONDUCT

All students are expected to comply with NYU Abu Dhabi's Code of Ethical Conduct. In particular, all students are expected to adhere to the highest professional and community ethical standards by ensuring that each piece of work they submit is reflective of their own understanding and critical reflection on relevant course readings, discussions, and debates. In addition, students are expected to maintain the highest standards of academic integrity. Activities such as plagiarism, misrepresentation of another's work as one's own, and falsification of data are expressly prohibited. All students are responsible for reviewing NYU Abu Dhabi's Code of Ethical Conduct on the intranet: <https://students.nyuad.nyu.edu/campus-life/student-policies/community-standards-policies/standards-of-conduct/>. When in doubt about the meaning of any part of the code, or the ethics of a specific action, please do not hesitate to contact Professor Rachel Brulé by email or in person. Additional resources for guidance include the Department of Politics head, Professor Abdul Noury; the Dean of Students, Professor David Tinagero; NYU Abu Dhabi's Office of Compliance; and any other Professors whom a student is comfortable approaching for advice. Developing and clarifying your personal code of ethics is an important dimension of your identity, credibility, and respect for the community in which you reside. Please give this issue the attention it deserves, and know that NYU Abu Dhabi's community is extremely glad to share advice and support when you need it.

GRADING

Your written assignments will be 50% of your grade. Your class presentations will constitute 20% of your grade. The quality of your data collection and help with other students' preparation for the final assignment will constitute 15% of your grade. The remaining 15% of your grade will be based on your contributions to class discussion.

Each of your two major papers will be assessed twice. Both versions of an assignment will be assessed according to their overall clarity of thought, expression, and organization, and originality of insights. In addition, second drafts will be assessed for their ability to respond to concerns raised in the first draft. Should you have any

question about the fairness of a grade, do request a meeting with me immediately.

READING ASSIGNMENTS

Readings can be found on Coursework or in the bookstore. When there are multiple reading assignments for a lecture, please read in the order in which the readings are listed on the syllabus.

COURSE TOPICS

I. MODULE 1: JUSTICE, INSTITUTIONS & SELF INQUIRY

WEEK 1. BIG PICTURE

CLASS 1, JAN. 23: B.R. Ambedkar, *Buddha or Karl Marx*. Available online at: <http://velivada.com/wp-content/uploads/2017/07/buddha-or-karl-marx-book-in-english.pdf>

CLASS 2, JAN. 25: Class discussion – justice in the world today: read & present one article on state-specific responses to challenges of justice in your home country. Come ready to request your preferred case study presentation dates.

WEEK 2. JUSTICE & DEMOCRATIC POLITICS IN CONFLICT – PLATO'S REPUBLIC

CLASS 3, JAN 30: Plato, *Republic*, Book I & II (pp. 1-52; focus on lines 330-355).

CLASS 4, FEB 1: Plato, *Republic*, Lines 394-414; Allegory of the Cave.

WEEK 3. RESEARCH PROJECT DESIGN

CLASSES 5-6, FEB 6, FEB 8: Workshop I. Understanding Surveys in the context of Justice – *Sample and content design*, led by Yashwant Deshmukh, CVoter Foundation. Read: Andres, Lesley, *Designing and Doing Survey Research*, Chapters 1-5.

Part A: (Approximately 30 mins)

1. What exactly is a survey?
2. Rationale for conducting surveys
3. What surveys can tell us and what they can't
4. Introduction to basic statistics
5. Broad idea of Analytics

Part B: (Approximately 60 mins)

6. Ethics of survey research
7. Justice as a subject to survey on
8. Questions on Justice in WVS & ISSP
9. Introduction to existing database

Part C: (Approximately 90 mins)

10. Detailed idea on questionnaire design

11. What to ask and what not to ask
12. Leading questions and how to avoid them
13. Importance of translation
14. Back translation and its limitations
15. Picking up micro and macro subjects
16. How to pick your theme/context of research
17. Understanding the BIG picture: where this all fits in

Assignment: to discuss and finalize your own research area. In addition, keep writing questions that come to your mind during the lectures of entire unit of Justice. You should have no less than 10 close ended or open ended original questions on the research unit in which you are really interested.

Bio: Mr. Deshmukh is a communications professional with working experience of Journalist, Pollster, Evaluation Expert, International Observer and TV News Anchor. Over the last two decades, Yash has become a celebrated figure in the media and communication industry for his special emphasis on impeccable research, design and production. He started Team CVoter in 1993; when he was still studying in IIMC. After receiving the UNI award for best research dissertation and for topping the 1993 batch across all streams; his company CVoter was hired by the premier news agency UNI to take care of on-line real time election analysis. The journey continued over last 20 years; eventually making Team CVoter one of the largest media and stakeholder research agencies in Asia with expertise in Public Opinion Research & Election Studies. Today; more than 120 team members work for CVoter across their 24x7 offices in Washington DC, Dubai and New Delhi. You can learn more about the speaker [here](#).

WEEK 4. JUSTICE & RELIGION

CLASS 7, FEB. 13: Ahmed Ali, Tr. *Al-Qur'an: A Contemporary Translation*. Read the following: 1 – Prologue (pg. 11), 2 – The Cow (pp. 12-29); 3 – The Family of Imran (pp. 51-54); 4 – Women (pp. 73-96); 24 – The Light (pp. 298-305); 49 – Apartments (pp. 443-445)

Optional: 2 – The Cow (pp. 30-43); 9 – Repentance (pp. 162-63); 60 - The Woman Tried through 70 – The Steps (pp. 479-503)

Optional: Crone, *God's Rule: Government and Islam*, Chapters 20-22 (332-400).

CLASS 8, FEB. 15: Qutb, *Social Justice in Islam*, Chapters 2-3 (pp. 37-92), Chapter 4 optional (pp. 93-111); Wadud, *Qur'an and Woman: Rereading the Sacred Text from a Woman's Perspective*, Chapter 4 (Rights & Roles of Women: Some Controversies); Chapter 1 optional (In the Beginning, Man and Woman Were Equal: Human Creation in the Qur'an).

Optional: Deniz Kandiyoti, Ed., *Women, Islam and the State* [Ideal for country-specific studies of the state's role interpreting and enforcing Islamic women's rights] and Barbara Stowasser, *Women in the Qur'an, Traditions, and Interpretation* [the historical contours of the relationship between religion and gender inequality].

WEEK 5. MEASURING JUSTICE

CLASS 9, FEB 20: Susan Okin, *Justice, Gender, & the Family*, Chapter 3, “Whose Traditions? Which understandings?”; John Rawls, *A Theory of Justice*, Chapter 1; <http://blogs.worldbank.org/impactevaluations/we-need-to-know-more-about-how-to-economically-empower-women>.

CLASS 10, FEB 22: Jeremy Bentham, *Introduction to the Principles of Morals and Legislation*, Chapters 1-3 (pp. 1-28); Immanuel Kant, *Grounding for the Metaphysics of Morals*, Chapters 1-2 (pp. 17-40); Optional: Preface (pp. 13-16) and Chapter 3 (pp. 41-52)

WEEK 6. RESEARCH IMPLEMENTATION

CLASS 11, FEB. 27: PRESENT ONE SURVEY ON A TOPIC SIMILAR TO YOURS. WHAT IS THE SAMPLE? CAN YOU FIND THE DATA ON WHICH IT WAS BASED? IF SO, DOWNLOAD IT.

READ: STATA MANUAL ON ACCESSING & USING DATA (*ON THE COURSE WEBSITE*).

REMEMBER: BRING YOUR LAPTOP WITH YOU.

CLASS 12, MAR. 1: CVOTER SURVEY DESIGN WORKSHOP I – MAKE-UP SESSION

WEEK 7: BRIDGING THEORY & RESEARCH

CLASS 13, MAR. 6: QUALTRICS WORKSHOP: LIBRARY.

EXPLORE: [HTTPS://NYU.QUALTRICS.COM/](https://nyu.qualtrics.com/)

REMEMBER: BRING YOUR LAPTOP WITH YOU.

ASSIGNMENT: COMPLETE CITI TRAINING ON HUMAN SUBJECTS RESEARCH (BRING COMPLETION CERTIFICATE TO CLASS WITH YOU)

CLASS 14, MAR 8: PRESENTATION: HYPOTHESES, QUESTION AND SAMPLE

OPTIONAL READINGS:

THEORY: Cornelius and Harrington (2014) *A Social Justice Approach to Survey Design and Analysis*. Available online at: <https://global.oup.com/academic/product/a-social-justice-approach-to-survey-design-and-analysis-9780199739301?cc=in&lang=en&#>;

IMPLEMENTATION: <https://timesofindia.indiatimes.com/india/poll-most-people-wont-approach-cops-hire-lawyer-to-resolve-dispute/articleshow/61774973.cms>.

Read carefully: Joshua Angrist and Jörn-Steffen Pischke, *Mostly Harmless Econometrics*, Chapters 2-3 (see pp. 13-30); <http://egap.org/methods-guides/10-things-you-need-know-about-causal-inference>

Read only to understand the method used to measure difficult concepts: McKenzie and Siegel (2013) for list randomization. Kraay and Murrell (2013) for random-response methods. Lyall et al. (2013) for endorsement experiment.

Edward Tufte, *Visual Explanations*, Chapters 1-2 (focus on pp. 13-37); August Deaton (1997) *The Analysis of Household Surveys*. DC: World Bank. Online: <http://documents.worldbank.org/curated/en/593871468777303124/pdf/multi->

[page.pdf](#).

***FINALS FOR 7-WEEK CLASSES: MARCH 12-13; SPRING BREAK: MARCH 14-19.**

WEEK 8. ETHICAL RESEARCH

CLASS 16, MAR. 20: UCAIHS modules in the following tutorial on the scope of research freedom at NYU's Global Network University:

<https://www.nyu.edu/research/resources-and-support-offices/getting-started-withyourresearch/human-subjects-research.html>. Please go here and navigate the links to determine whether or not your survey research requires IRB approval. Bring a one-paragraph justification of why or why not your project requires IRB approval this Tuesday, March 20th. Quote and cite appropriate UCAIHS language.

2. Come prepared with an opinion on how to pursue academic freedom at NYUAD, given a review of any two articles below on relevant controversies.

FOR BACKGROUND: NYUAD's statement of academic freedom on campus:

<https://nyuad.nyu.edu/en/about/faqs/overview.html>

TO REVIEW: Two of the following articles -

1. Academic freedom on global campuses broadly, using NYUAD as an example:
<https://theconversation.com/on-global-campuses-academic-freedom-has-its-limits-46920>
2. UAE internet censorship alongside mobility restrictions:
<https://www.nyunews.com/2017/10/02/lack-of-academic-freedom-plagues-nyu-abu-dhabi/>

Latest concern, around denial of visas:

1. New York Times OpEd: <https://www.nytimes.com/2017/09/26/opinion/nyu-abu-dhabi.html?mtrref=www.nyu.edu&assetType=opinion>
2. Two NYU AD responses (from President Hamilton & the Middle Eastern and Islamic Studies Faculty): <https://www.nyu.edu/about/leadership-university-administration/office-of-the-president/communications/exchange-of-letters-on-global-mobility-at-nyu-abu-dhabi.html>

Responsibility for labor violations in its construction

1. NYT Article: <https://www.nytimes.com/2014/05/19/nyregion/workers-at-nyu-abu-dhabi-site-face-harsh-conditions.html>
2. Response: <https://www.insidehighered.com/news/2015/04/17/investigation-finds-major-gaps-protections-workers-who-built-nyu-abu-dhabi-campus>

Assignment: Submit your pilot survey, ethical plan for its implementation, and your strategy for analysis of your pilot data by 9am March 20th.

CLASS 17, MAR. 22: STUDENT MENTORING: IMPROVING PARTNERS' PILOT PROJECTS.

ASSIGNMENT: SUBMIT CAREFUL CRITIQUE WITH SUGGESTIONS FOR IMPROVEMENT BY 9AM.

BEGIN YOUR PILOT SURVEY BY THIS WEEKEND IF NOT ALREADY BEGUN.

WEEK 9. BRIDGING THEORY & RESEARCH

CLASS 18, MAR. 27: WORKSHOP II. Survey Methodology & Design, led by Yashwant Deshmukh, CVoter Foundation.

Part A: (Approximately 18 mins)

1. Quantitative and qualitative research
2. Sampling techniques
3. Random probability samples
4. Defining the universe and sample size
5. Difference between Census and a Sample survey

Part B: (Approximately 18 mins)

6. Modes of data Collection
7. Data processing
8. Data analytics

Part C: (Approximately 18 mins)

9. Cross culture / cross country effects
10. Practical: Designing Common Omnibus
11. Probing the conflicting issues
12. Country / Society specific designs

Part D: (Approximately 60 mins)

13. Pooling in all the questions
14. Designing the pilot survey
15. Conducting the pilot
16. Crisply analyzing the pilot
17. Fine tuning the survey instrument
18. Final instruments and collaborations

Assignment: Begin collecting survey data in your own country/society using the final structured questionnaire, which will combine the Omnibus questions as well as the battery of exclusive questions.

CLASS 19, MAR. 29: Karl Marx and Friedrich Engels, *The Communist Manifesto, I.-II.*

WEEK 10. ECONOMIC JUSTICE & RESEARCH ANALYSIS

CLASS 20, APR. 3: Milton Friedman, *Capitalism and Freedom*, Introduction-Chapter 2 (pp. 1-36) and Chapter 10 (pp. 160-76). Optional: Okin Chapter 4 (pp. 74-88).

CLASS 21, APR. 5: ECONOMICS SEMINAR SERIES TALK – SAMUEL BOWLES; A5 – 101

WEEK 11. SURVEY ANALYSIS

CLASS 22, APR. 10: Student presentation & discussion of preliminary survey analysis. Read: : Andres, Lesley, *Designing and Doing Survey Research*, Chapter 9 (Preparing for Data analysis).

CLASS 23, APR. 12: Michael Walzer (1983) *Spheres of Justice*, Chapters 1-2 (pp. 1-63).

WEEK 12. JUSTICE & CULTURAL CONTEXTS – IS YOUR ANALYSIS COMPLETE?

CLASS 24, APR. 17: WORKSHOP III. Survey Process, Analytics & Interpretation, led by Yashwant Deshmukh, CVoter Foundation; Peer critique: improving analysis.

Read: Andres, Lesley, *Designing and Doing Survey Research*, Chapters 7 (Do you believe the data you collected?) and 8 (How to improve response rates).

Part A: (Approximately 18 mins)

1. Advanced data processing
2. Data cleaning and appropriation
3. Practical: working on your own data set

Part B: (Approximately 18 mins)

4. Advanced data analytics
5. Logic testing
6. Understanding the contradictions
7. Marking out misreporting of perceptions
8. Practical: Analyzing your own data set

Part C: (Approximately 18 mins)

9. Interpreting the data
10. Glass half full or glass half empty
11. Understanding demographics
12. Tabulations and graphics
13. Finalizing individual tables

Part D: (Approximately 18 mins)

14. Analyzing cross cultural data
15. Individual Report writing
16. Cross country report writing
17. Individual presentations

Assignment: write a detailed Research report using the Survey Data and tables of the Omnibus questions as well as your own battery of exclusive questions. Also create a PowerPoint Presentation of your research and present it to your class. Fine tune and improve both with help of Faculty and then try to present the same across different International conferences on Public Opinion research.

CLASS 25, APR. 19: Joseph Carens (2000) *Culture, Citizenship, and Community: A Contextual Exploration of Justice as Evenhandedness*, Chaps 1 & 4 (pp. 1-20, 88-106).

FINAL PAPER, DRAFT I. DUE: APRIL 23 BY 5PM. NO LATE PAPERS WILL BE ACCEPTED.

WEEK 13. RETURN TO THE BIG PICTURE

CLASS 26, APR. 24: Joshua Cohen, "Minimalism About Human Rights: The Most We Can Hope For?" *Optional:* Samantha Powers (2001) "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen," *The Atlantic Monthly*.

CLASS 27, APR. 26: Peer critique: Paper editing.

WEEK 14. PRESENTATIONS

CLASS 28, MAY 1: STUDENT PRESENTATIONS.

CLASS 29, MAY 3: STUDENT PRESENTATIONS.

FINAL PAPER: DUE BY MAY 10TH, 5PM. NO LATE PAPERS WILL BE ACCEPTED.